



**HELENA RIVER
STEINER SCHOOL**

Parent Code of Conduct

Version No.	Date Review Due	Board Approved and Date Published	Changes Made	Author of Changes
1		08/2019	Creation of New Policy	TM
2	08/2020			



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1 INTENDED USE

This Code of Conduct provides members of the School Community with guidelines for the effective development of positive relationships within the School Community and assists in promoting the values that are in keeping with the School's purpose and values. All students, parents, teachers, support staff and volunteers have the right to be safe and feel safe in the School community. This Parent Code of Conduct outlines comprehensive guidelines to parents and guardians as to the expected standard of behaviour.

This Code is intended to apply to all parents and guardians during their involvement with the School. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety or wellbeing of others. This Code of Conduct will be made available to Helena River Steiner School's (the School) parents and guardians as part of the enrolment process.

2 PREFACE

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident and well-educated and prepared to lead happy, successful lives and make contributions to local and global communities. Shared community values enable the members of the community to work together and enjoy the fellowship that arises from their collaborative efforts.

Alongside the Code of Conduct for Staff, the aim of this Code is to outline the standards of behaviour expected of all parents and guardians when dealing with the School, its staff and children.

This Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of your involvement with the school. Instead, it sets out general expectations of the standards of behaviour required.

The Code places an obligation on all parents and guardians to take responsibility for their own conduct and to work with the school and its staff cooperatively to achieve a consultative and collaborative place where people are happy and proud to be associated.

3 WHO HAS TO COMPLY WITH THE CODE OF CONDUCT?

Parents and guardians who have child/ren enrolled in the School must be aware of this Code and conduct themselves in a manner consistent with the conduct described in it. Conduct that is not consistent with the conduct set out in this Code may result in specific sanctions, as described on page 5, taking place.

4 WHAT IS EXPECTED OF YOU AS A PARENT OR GUARDIAN?

4.1 Respect and concern for others and their rights

As parents we show respect and concern for others by:

- Welcoming new families into the school.
- Using courteous and acceptable written and spoken language. Refraining from the use of profane, insulting, harassing, aggressive or otherwise offensive language or behavior.

- Accepting that the use of swearing, derogatory terms, sexual jokes, innuendo and other inappropriate language in the School environment or around students will not be tolerated.
- Giving encouraging and constructive feedback rather than negative criticism.
- Accepting that staff responses to emails and telephone calls are not expected to be instantaneous or out of normal working hours, unless of an urgent nature.
- In relation to parents who have dual roles as staff members and parents at the school, refraining from discussing work related subjects with that parent outside of their working hours, including on the school grounds.
- Understanding that whilst on school grounds or attending school activities, the School's staff are responsible for the students that are enrolled in the School.
- Respecting that the time before class is set aside for the teacher to prepare for the day and that he/she may have another appointment to attend after class. In order to enable the teacher to dedicate his/her attention to your communication about your child, please make an appointment via the office.
- Accepting that discipline of students is the responsibility of staff and therefore any matters or concerns related to managing students' behaviour should be referred to staff immediately.
- Understanding that Parents/guardians, and other persons attending with children not enrolled in the School are responsible for supervising the behaviour of children in their care.
- Approaching staff, students and other parents/guardians in a non-confrontational manner.
- In the case of raising a sensitive or emotive matter with a fellow parent, ensuring the matter is not raised when children are present.
- Ensuring that physical contact with students is appropriate given the age of, and relationship with, the student such that questions of impropriety do not arise.
- Respecting diversity in people, their ideas and opinions and treating others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- Respecting the legal and moral rights of others and treating them with dignity, civility and respect at all times, and especially when there is a disagreement.
- Refraining from public criticism of the School, its activities and events and the children and staff at the School.
- Refraining from actions and behaviour that constitute harassment or discrimination, including inappropriate use of social media, emails or texts.
- Respecting that the staff car park is for staff use only and following the parking rules when delivering and collecting children from school, ensuring the safety of yourself and others.

4.2 Respect for the privacy of others.

- Class contact lists are distributed expressly for the purpose of personal communication, ie: play dates and connecting with other families on a personal basis.
- Class lists and contact details may not be shared with anyone outside of the parents of the relevant class.
- Class contact lists and personal information may not be used for the benefit of others and specifically, must not be used for business pursuits or networking opportunities.
- Class contact lists may not be used for bulk e-mails relating to school business, unless the e-mail has been approved by the teacher and arrives through the Class Carer.

5 SANCTIONS FOR ANY BREACHES OF THIS CODE OF CONDUCT

The consequences to a member of the School Community for breaching this Code of Conduct will be determined by the Administrator in accordance with the School's Concern and Grievance Policy. The breach will be investigated by a nominated senior member of staff and a course of action will be recommended to the Administrator.

The sanctions which may be employed include:

- A first and final warning meeting and subsequent letter being issued to inform the relevant person/s of the outcome of the investigation and that another breach of the Code of Conduct will not be tolerated.
- A banning from being on the School grounds or attending any extra-curricular activity.
- A direction, in the case of a parent/guardian, that he/she may only communicate with members of staff through a specified School representative.
- A restraining order being sought against the relevant person through the legal system.
- The School taking such other steps as it may in its reasonable discretion determine appropriate according to the nature of the breach.

6 RIGHT OF APPEAL

The School's Concern and Grievance Policy 'right of appeal' will apply to any decision made by the Administrator under this Code of Conduct.

This Code of Conduct has been approved by the School Board of Governors and is supplemented by policies, procedures and guidelines developed by the Board of Governors.

7 OTHER

7.1 Management of the School

Helena River Steiner School is a school with a wonderful community. We place a high value on parent's engagement and support of each other as part of our community.

Management of the school is carried out by the Administrator with the support of the Helena River Steiner School Board of Governors and, depending on the level of decision, in consultation with Faculty, according to Rudolf Steiner's indications.

7.2 Pastoral Support

Children go through multiple changes in their lives. At Helena River we adapt a resiliency-based support model which is an evidence based best practice model. In the case of a family tragedy or difficult circumstances, the school will do everything possible to support the child within the context of their learning. It is encouraged, but not expected that the School Community will support each other through a crisis period.

Where appropriate, the School may engage the services of a consultant psychologist in aiding the teacher to support the child and or the class through a crisis period. Should you feel your child requires additional support, we encourage you to manage this support by accessing additional community-based support via your GP or Child and Adolescent Mental Health Service.

7.3 There are several other ways in which we can support our children in their learning at School.

We can support our children by:

- Being good role models. It's what we do that really counts.
- Ensuring that our children are equipped to learn, for example we can:
 - ✓ Provide appropriate items for children's play,
 - ✓ Ensure children are well rested and well-nourished when they arrive at school,
 - ✓ Ensure we provide our children with healthy nourishing food at school,
 - ✓ Discourage the use of media (computers, smart phones and TV) when at home.
- Showing an active but non-invasive interest in our children's schoolwork and progress, for example we can:
 - ✓ Commit to attending parent nights and talks at the school.
 - ✓ Read the school newsletter and other important correspondence.
 - ✓ Encourage the completion of homework.
 - ✓ Help in the classroom where appropriate.
 - ✓ Maintain regular contact with teachers via notes and newsletters.
 - ✓ Ask children about their day using open questions and actively listen to what they say.
 - ✓ Praise our children for all their efforts and recognise their learning.
 - ✓ Make every effort to be involved with the school's activities such as festivals and busy bees.
- Showing respect and responsibility for our environmental surrounds, for example, we can:
 - ✓ Recycle at home and at school.
 - ✓ Engage with the outdoors.
 - ✓ Walk or ride safely to and from school where possible.
 - ✓ Send a litter free lunch and recess pack.
- Being involved in our school community, for example we can:
 - ✓ Attend P&F Meetings.

- ✓ Volunteer to help in the shop, with school activities or as Class Carer.
- ✓ Treat all school property with care.
- ✓ Familiarise ourselves with the Steiner Education Philosophy.
- ✓ Promote the culture of helping out and the satisfaction of being involved and achieving.

8 REFERENCES

Related Documents	
Links With	<ul style="list-style-type: none"> • Staff Code of Conduct • Behaviour Management Policy
Related Legislation	
Appendices	Appendix I – Parent Understanding and Declaration

9 APPENDICES



9.1 Appendix I - Parent Understanding and Declaration

PARENT UNDERSTANDING AND DECLARATION

Child/ren Name/s: _____

I have read, understood and agree to comply with the terms of this Code of Conduct.

Name (Parent / Guardian 1

Signature

Date

Name (Parent/Guardian 2)

Signature

Date

Note: A copy of this signed declaration will be held on each individual student file